Where Are The Cedars Of Lebanon?

Project Learning Tree Activity #94

Program of Studies

Science:

- S-P-AC-5 (demonstrate how the study of science (e.g., ecology, chemistry) helps explain changes in environments (e.g., pollution)
- S-4-LS-9 (organisms change the environment. These changes may be detrimental or beneficial)
- S-4-AC-3 ((Students will examine the role science plays in everyday life.)
- S-5-AC-3 (recognize how science is used to understand changes in populations, issues related to resources, and changes in environments)
- S-6-AC-2 (recognize how science is used to understand changes in populations, issues related to resources, and changes in environments)
- S-7-AC-1 (use science to evaluate the risks and benefits to society for common activities (e.g., riding on airplanes, choice of habitation)
- S-7-AC-2 (describe the effects of science and technology (e.g., television, computers) on society)
- S-8-AC-2 ((Students will examine the interaction between science and technology.)
- S-8-AC-3 (recognize how science is used to understand changes in populations)

Social Studies:

- SS-P-H-2 (understand how and why (cause-and-effect) events occurred in the community, state, or nation)
- SS-P-H-5 (Students will understand simple historical time lines and use primary and secondary sources and artifacts to examine the past.)
- SS-P-G-1 (Students will use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.)
- SS-P-G-4 (Students will recognize that people depend on, adapt to, or modify the environment to meet basic needs.)
- SS-6-H-1 (Students will examine how human and physical geography influence past decisions and events.)
- SS-6-H-2 (Students will analyze the influence of geographic factors on past decisions and events.)
- SS-6-H-3 (Students will evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.)
- SS-6-G-1 (Students will examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.)
- SS-6-G-2 (Students will analyze the physical and human characteristics of places and regions.)
- SS-6-G-3 (Students will evaluate the impact of human settlement and the interaction of humans with their environments.)

- SS-6-G-4 (Students will use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.)
- SS-6-E-1 (Students will understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions.)
- SS-6-E-3 (Students will recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.)
- SS-6-E-4 (Students will compare and contrast ways that regions increase their productivity.)
- SS-6-E-5 (Students will examine economic interdependence among regions.)
- SS-6-GC-2 (Students will analyze how governments reflect and impact culture.)
- SS-6-CS-3 (Students will analyze social interactions, including conflict and cooperation, among individuals and groups around the world
- SS-7-H-1(Students will develop a chronological understanding of early world history
- SS-7-H-2 (Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.)
- SS-7-H-3 (Students will analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).)
- SS-7-H-4 (Students will examine the impact of significant individuals and groups on world history prior to 1500 A.D.)
- SS-7-H-5 (Students will recognize cause-and-effect relationships and multiple causes of events in early world history.)
- SS-7-G-1(Students will recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.)
- SS-7-G-2 (Students will examine how technology influences modifications of the physical environment.)
- SS-7-E-1(Students will understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.)
- SS-7-E-2 (Students will examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.)
- SS-7-E-3 (Students will recognize that all societies must address the questions of production, distribution, and consumption.)
- SS-7-E-4 (Students will explain how resources were used in early world civilizations to produce goods and services and explore ways productivity was increased.)
- SS-7-GC-1 (Students will examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).)
- SS-7-CS-3 (Students will give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.)

Core Content

Science:

- SC-E-3.3.2 (The world has many different environments. Distinct environments support the lives of different types of organisms. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.)
- SC-E-3.3.3 (All organisms, including humans, cause changes in the environment where they live. Some of these changes are detrimental to the organism or to other organisms; other changes are beneficial (e.g., dams built by beavers benefit some aquatic organisms but are detrimental to others)
- SC-M-3.5.4 (The number of organisms an ecosystem can support depends on the resources available and abiotic factors (e.g., quantity of light and water, range of temperatures, soil composition). Given adequate biotic and abiotic resources and no diseases or predators, populations (including humans) increase at rapid rates. Lack of resources and other factors, such as predation and climate, limit the growth of populations in specific niches in the ecosystem)
- SC-E-AC-3 (examine the role science plays in everyday life.)
- SC-M-AC-2 (Describe the individual's roles and responsibilities in the following areas: changes in populations, resources and environments including ecological crises and environmental issues, natural hazards, science and technology in society, and personal and societal issues about risks and benefits.)
- SC-M-AC-3 (demonstrate the role science plays in everyday life: past, present, and future. Science is a human endeavor. Men and women of various social and ethnic backgrounds engage in activities of science (to include careers in science). Scientists formulate and test their explanations of nature using observations, experiments, and theoretical and mathematical models. It is part of scientific inquiry to evaluate the results of scientific investigations, experiments, observations, theoretical models, and the explanations proposed by other scientists.)
- SC-H-AC-1(apply scientific theory and conceptual understandings to solve problems of technological design and examine the interaction between science and technology.)
- SC-H-AC-2 (explore the impact of scientific knowledge and discoveries on personal and community health; recognize how science influences human population growth, use science to analyze the use of natural resources by an increasing human population; investigate how science can be used to solve environmental quality problems, use science to investigate natural and human-induced hazards; and analyze how science and technology are necessary but not sufficient for solving local, national, and global issues.)

Social Studies:

- SS-E-3.1.1(Scarcity requires people to make choices about using goods, services, and limited resources.)
- SS-E-4.3.2 (Humans usually settle where there are adequate resources to meet their needs (e.g., areas with water, fertile land, protected land, different modes of transportation).)
- SS-E-4.4.2 (People adapt to or modify the environment (e.g., produce food, build shelter, make clothing) to meet their needs.)
- SS-M-3.1.1(Productive resources (land, labor, capital) are limited and do not satisfy all the wants of individuals, societies, and governments (scarcity).)
- SS-M-4.41(Technology assists human modification of the physical environment (e.g., damming a river, irrigating a desert, cooling or heating a living area).)